



Schools and Settings e-Safety Policy Template 2010

Kent County Council believes that the use of information and communication technologies in schools brings great benefits. Recognising the e-Safety issues and planning accordingly will help to ensure appropriate, effective and safer use of electronic communications. This policy template will help schools to review their e-Safety Policy.

KCC Children, Families and Education Directorate with Schools, ASK, Child Protection, EIS, SEGfL and Kent Police.



Children, Families & Education





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Disclaimer

Kent County Council (KCC) makes every effort to ensure that the information in this document is accurate and up-to-date.

If errors are brought to our attention, we will correct them as soon as practicable.

Nevertheless, KCC and its employees cannot accept responsibility for any loss, damage or inconvenience caused as a result of reliance on any content in this publication.

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2.0 School e-Safety Policy Template

Document format:

A question is asked, followed by a discussion and a selection of possible statements. Questions and statements should be discussed by staff prior to their selection for the school policy. KCC recommended guidance statements are marked with a **K**.

Selection is important as statements cover a wide variety of situations and some may be inappropriate for your school. Naturally schools may decide to edit statements or substitute their own. Please send any feedback on the statements to the editors, as your feedback will inform future editions.

This document is suitable for all Schools and other educational settings (such as Pupil Referral Units, 14-19 settings and Hospital Schools etc) and we encourage all establishments to ensure that their e-Safety policy is fit for purpose and individualised for the context of each setting. Please note that although for clarity purposes we have used the terms 'school', 'pupils' and 'students' throughout the document this does not mean that it is only useful for certain settings.

2.1 Who will write and review the policy?

Discussion:

The e-Safety Policy is part of the ICT and Safeguarding Policies. It should also relate to other policies including those for behaviour, anti-bullying, personal, social and health education (PSHE) and for citizenship. Policy construction provides a opportunity to review practice and the more that staff, parents, governors and pupils are involved in deciding the policy, the more effective it will be.

Possible statements:

- K** The school will appoint an e-Safety Coordinator. This may be the Designated Child Protection Coordinator as the roles overlap.
- K** The e-Safety Policy and its implementation will be reviewed annually.
- Our e-Safety Policy has been written by the school, building on the KCC e-Safety Policy and government guidance. It has been agreed by the Senior Leadership Team and approved by governors and the PTA.



2.2 Teaching and learning

2.2.1 Why is Internet use important?

Discussion:

The rapid developments in electronic communications are having many effects on society. It is important to state what we are trying to achieve in education through ICT and Internet use.

Possible statements:

- K** Internet use is part of the statutory curriculum and a necessary tool for learning.
- K** The Internet is a part of everyday life for education, business and social interaction. The school has a duty to provide students with quality Internet access as part of their learning experience.
- K** Pupils use the Internet widely outside school and need to learn how to evaluate Internet information and to take care of their own safety and security.
- The purpose of Internet use in school is to raise educational standards, to promote pupil achievement, to support the professional work of staff and to enhance the school's management functions.
- Internet access is an entitlement for students who show a responsible and mature approach to its use.

2.2.2 How does Internet use benefit education?

Discussion:

A number of studies and government projects have identified the educational benefits to be gained through the appropriate use of the Internet including increased pupil attainment.

Possible statements:

Benefits of using the Internet in education include:

- access to world-wide educational resources including museums and art galleries;
- inclusion in the National Education Network which connects all UK schools;
- educational and cultural exchanges between pupils world-wide;
- vocational, social and leisure use in libraries, clubs and at home;
- access to experts in many fields for pupils and staff;
- professional development for staff through access to national developments, educational materials and effective curriculum practice;
- collaboration across networks of schools, support services and professional associations;
- improved access to technical support including remote management of networks and automatic system updates;
- exchange of curriculum and administration data with KCC and DCSF;
- Access to learning wherever and whenever convenient.



2.2.3 How can Internet use enhance learning?

Discussion:

Increased computer numbers and improved Internet access may be provided but its impact on pupils learning outcomes should also be considered. Developing effective practice in using the Internet for teaching and learning is essential. Pupils need to learn digital literacy skills and to refine their own publishing and communications with others via the Internet. Respect for copyright and intellectual property rights, and the correct use of published material should be taught. Methods to detect plagiarism may need to be developed.

Possible statements:

- K** The school's Internet access will be designed to enhance and extend education.
- K** Pupils will be taught what Internet use is acceptable and what is not and given clear objectives for Internet use.
- K** The schools will ensure that the copying and subsequent use of Internet derived materials by staff and pupils complies with copyright law.
- Access levels will be reviewed to reflect the curriculum requirements and age of pupils.
- Staff should guide pupils to on-line activities that will support the learning outcomes planned for the pupils' age and maturity.
- Pupils will be educated in the effective use of the Internet in research, including the skills of knowledge location, retrieval and evaluation.
- Pupils will be taught to acknowledge the source of information used and to respect copyright when using Internet material in their own work.

2.2.4 How will pupils learn how to evaluate Internet content?

Discussion:

The quality of information received via radio, newspaper and telephone is variable and everyone needs to develop critical skills in selection and evaluation. Information received via the Internet, email or text message requires even better information handling and digital literacy skills. In particular it may be difficult to determine origin, intent and accuracy, as the contextual clues may be missing or difficult to read. A whole curriculum approach may be required.

Researching potentially emotive themes such as the Holocaust, animal testing, nuclear energy etc provide an opportunity for pupils to develop skills in evaluating Internet content. For example researching the Holocaust will undoubtedly lead to Holocaust denial sites which teachers must be aware of.

Possible statements:

The following statements require adaptation according to the pupils' age:

- K** Pupils should be taught to be critically aware of the materials they read and shown how to validate information before accepting its accuracy.
- The evaluation of on-line materials is a part of teaching/learning in every subject.



2.3 Managing Information Systems

2.3.1 How will information systems security be maintained?

Discussion:

It is important to review the security of the whole system from user to Internet. This is a major responsibility that includes not only the delivery of essential learning services but also the personal safety of staff and pupils.

ICT security is a complex matter and cannot be dealt with adequately in this document. A number of agencies can advise on security including Becta, EIS and network suppliers.

The Schools ICT Security Policy: www.eiskent.co.uk?ictsecurity

Local Area Network (LAN) security issues include:

- Users must act reasonably – e.g. the downloading of large files during the working day will affect the service that others receive.
- Users must take responsibility for their network use. For KCC staff, flouting electronic use policy is regarded as a reason for dismissal.
- Workstations should be secured against user mistakes and deliberate actions.
- Servers must be located securely and physical access restricted.
- The server operating system must be secured and kept up to date.
- Virus protection for the whole network must be installed and current.
- Access by wireless devices must be pro-actively managed.

Wide Area Network (WAN) security issues include:

- All Internet connections must be arranged via the KPSN Schools Broadband team to ensure compliance with the security policy.
- Central KPSN Schools Broadband firewalls and CPE's are configured to prevent unauthorised access between schools.
- Decisions on WAN security are made on a partnership basis between schools and KCC/EIS.

The Schools Broadband network includes a cluster of high performance firewalls at each of the Internet connecting nodes. These appliances run industry leading software and are monitored and maintained by a specialist security command centre.

Possible statements:

- K** The security of the school information systems and users will be reviewed regularly.
- K** Virus protection will be updated regularly.
- Personal data sent over the Internet or taken off site will be encrypted.
- Portable media may not be used without specific permission followed by a virus check.
- Unapproved software will not be allowed in pupils' work areas or attached to email.
- Files held on the school's network will be regularly checked.
- The ICT co-ordinator/network manager will review system capacity regularly.



2.3.2 How will email be managed?

Discussion:

Email is an essential means of communication for both staff and pupils. Directed email use can bring significant educational benefits and interesting projects between schools in neighbouring villages and in different continents can be created.

The implications of email use for the school and pupils need to be thought through and appropriate safety measures put in place. Un-regulated email can provide routes to pupils that bypass the traditional school boundaries.

A central question is the degree of responsibility that can be delegated to individual pupils as once email is available it is difficult to control. Restriction of incoming and outgoing email to approved addresses and filtering for unsuitable content is possible.

In the school context (as in the business world), email should not be considered private and most schools and many firms reserve the right to monitor email. There is a balance to be achieved between necessary monitoring to maintain the safety of pupils and the preservation of human rights, both of which are covered by recent legislation.

The use of email identities such as *john.smith@school.kent.sch.uk* generally needs to be avoided for younger pupils, as revealing this information could potentially expose a child to identification by unsuitable people. Email accounts should not be provided which can be used to identify both a student's full name and their school. Secondary schools should limit pupils to email accounts approved and managed by the school. For primary schools, whole-class or project email addresses should be used.

Spam, phishing and virus attachments can make email dangerous. The Kent Public Service Network uses industry leading email relays to stop unsuitable mail using reputation filtering, currently about 95% of mail is rejected as spurious.

Possible statements:

- K** Pupils may only use approved email accounts.
- K** Pupils must immediately tell a teacher if they receive offensive email.
- K** Pupils must not reveal personal details of themselves or others in email communication, or arrange to meet anyone without specific permission from an adult.
- K** Whole-class or group email addresses will be used in primary schools for communication outside of the school.
- Access in school to external personal email accounts may be blocked.
- Excessive social email use can interfere with learning and will be restricted.
- Email sent to external organisations should be written carefully and authorised before sending, in the same way as a letter written on school headed paper.
- The forwarding of chain messages is not permitted.
- Schools may have a dedicated email for reporting wellbeing and pastoral issues and this inbox must be approved and monitored by members of Senior Leadership Team.
- Staff should only use school email accounts to communicate with pupils as approved by the Senior Leadership Team.
- Staff should not use personal email accounts during school hours or for professional purposes



2.3.3 How will published content be managed?

Discussion:

Many schools have created excellent websites that inspire pupils to publish work of a high standard. Websites can celebrate pupils' work, promote the school and publish resources for projects. Editorial guidance will help reflect the school's requirements for accuracy and good presentation.

Sensitive information about schools and pupils could be found in a newsletter but a school's website is more widely available. Publication of information should be considered from a personal and school security viewpoint. Material such as staff lists or a school plan may be better published in the school handbook or on a secure part of the website which requires authentication.

Possible statements:

- K** The contact details on the website should be the school address, email and telephone number. Staff or pupils' personal information must not be published.
- Email addresses should be published carefully, to avoid being harvested for spam (e.g. replace '@' with 'AT').
- The head teacher will take overall editorial responsibility and ensure that content is accurate and appropriate.
- The website should comply with the school's guidelines for publications including respect for intellectual property rights and copyright.

2.3.4 Can pupil's images or work be published?

Discussion:

Still and moving images and sounds add liveliness and interest to a publication, particularly when pupils can be included. Nevertheless the security of staff and pupils is paramount. Although common in newspapers, the publishing of pupils' names with their images is not acceptable. Published images could be re-used, particularly if large images of individual pupils are shown.

Strategies include using relatively small images of groups of pupils and possibly even using images that do not show faces at all. "Over the shoulder" can replace "passport-style" photographs but still convey the educational activity. Personal photographs can be replaced with self-portraits or images of pupils' work or of a team activity. Pupils in photographs should, of course, be appropriately clothed.

Images of a pupil should not be published without the parent's or carer's written permission. Some schools ask permission to publish images of work or appropriate personal photographs on entry, some once per year, others at the time of use.

Pupils also need to be taught the reasons for caution in publishing personal information and images online (see section 2.3.6).

Possible statements:

- K** Images that include pupils will be selected carefully and will not provide material that could be reused.
- K** Pupils' full names will not be used anywhere on the website, particularly in association with photographs.
- K** Written permission from parents or carers will be obtained before images of pupils are electronically published.
- Pupils work can only be published with their permission or the parents.

Please see the Children's Safeguards site, "use of photographic images of children" www.kenttrustweb.org.uk/safeguards (Policy and Guidance section)



2.3.5 How will social networking, social media and personal publishing be managed?

Discussion:

Parents and teachers need to be aware that the Internet has emerging online spaces and social networks which allow individuals to publish unmediated content. Social networking sites can connect people with similar or even very different interests. Users can be invited to view personal spaces and leave comments, over which there may be limited control.

For responsible adults, social networking sites provide easy to use, free facilities; although often advertising intrudes and may be dubious in content. Pupils should be encouraged to think about the ease of uploading personal information, the associated dangers and the difficulty of removing an inappropriate image or information once published.

All staff should be made aware of the potential risks of using social networking sites or personal publishing either professionally with students or personally. They should be made aware of the importance of considering the material they post, ensuring profiles are secured and how publishing unsuitable material may affect their professional status.

Examples include: blogs, wikis, social networking, forums, bulletin boards, multi-player online gaming, chatrooms, instant messenger and many others.

Possible statements:

- K** The school will control access to social media and social networking sites.
- K** Pupils will be advised never to give out personal details of any kind which may identify them and / or their location. Examples would include real name, address, mobile or landline phone numbers, school attended, IM and email addresses, full names of friends/family, specific interests and clubs etc.
- Pupils should be advised not to place personal photos on any social network space. They should consider how public the information is and consider using private areas. Advice should be given regarding background detail in a photograph which could identify the student or his/her location.
- Staff official blogs or wikis should be password protected and run from the school website with approval from the Senior Leadership Team. Staff should be advised not to run social network spaces for pupil use on a personal basis.
- If personal publishing is to be used with pupils then it must use age appropriate sites suitable for educational purposes. Personal information must not be published and the site should be moderated by school staff.
- Pupils should be advised on security and encouraged to set passwords, deny access to unknown individuals and instructed how to block unwanted communications. Pupils should be encouraged to invite known friends only and deny access to others by making profiles private.
- Pupils are advised not to publish specific and detailed private thoughts, especially those that may be considered threatening, hurtful or defamatory.



2.3.6 How will filtering be managed?

Discussion:

Levels of Internet access and supervision will vary according to the pupil's age and experience. Access profiles must be appropriate for all members of the school community. Older secondary pupils, as part of a supervised project, might need to access specific adult materials; for instance a course text or set novel might include references to sexuality. Teachers might need to research areas including drugs, medical conditions, bullying, racism or harassment. In such cases, legitimate use should be recognised and restrictions removed temporarily. Systems to adapt the access profile to the pupil's age and maturity are available.

Access controls fall into several overlapping types (commonly described as filtering):

- Blocking strategies prevent access to a list of unsuitable sites. Maintenance of the blocking list is a major task as new sites appear every day.
- A walled-garden or "allow-list" restricts access to a list of approved sites. Such lists inevitably limit pupils' access to a narrow range of information.
- Dynamic filtering examines web page content or email for unsuitable words. Filtering of outgoing information such as web searches is also required.
- Rating systems give each web page a rating for sexual, profane, violent or other unacceptable content. Web browsers can be set to reject these pages.
- Access monitoring records the Internet sites visited by individual users. Attempted access to a site forbidden by the policy will result in a report.
- Key loggers record all text sent by a workstation and analyse it for patterns. False positives will require manual checking.

Schools installing their own filtering systems are taking on a great deal of responsibility and demand on management time. Hundreds of inappropriate sites are created each day and many change URLs to confuse filtering systems.

The KPSN uses an industry-standard system selected by a many local authorities. Secondary schools have their own filtering server and manage their own filtering policy. Primary schools use central KPSN servers with a rapid response from Schools Broadband team staff if changes are required.

Possible statements:

- K** The school will work with KCC, Becta and the Schools Broadband team to ensure that systems to protect pupils are reviewed and improved.
- K** If staff or pupils discover unsuitable sites, the URL must be reported to the e-Safety Coordinator.
- K** The school's broadband access will include filtering appropriate to the age and maturity of pupils.
- Larger schools, generally secondary, will manage the configuration of their filtering. This task requires both educational and technical experience.
- Senior staff will ensure that regular checks are made to ensure that the filtering methods selected are appropriate, effective and reasonable.
- Any material that the school believes is illegal must be reported to appropriate agencies such as IWF or CEOP.
- The school's access strategy will be designed by educators to suit the age and curriculum requirements of the pupils, with advice from network managers.



2.3.7 How will videoconferencing be managed?

Discussion:

Videoconferencing enables users to see and hear each other between different locations. This 'real time' interactive technology has many uses in education.

Equipment ranges from small PC systems (web cameras) to large room based systems that can be used for whole classes or lectures.

The National Educational Network (NEN) is a private broadband, IP network interconnecting the ten regional schools' networks across England with the Welsh, Scottish and the Northern Ireland networks.

Schools with full broadband are connected through the KPSN and have access to services such as gatekeepers and gateways to enable schools to communicate with external locations.

If Flashmeeting is used, conferences should always be booked as private and not made public. The conference URL should only be given to those who you wish to take part. Check who has signed into your conference; as a guest without a camera would not be visible

Possible statements:

The equipment and network

- K** All videoconferencing equipment in the classroom must be switched off when not in use and not set to auto answer.
- Equipment connected to the educational broadband network should use the national E.164 numbering system and display their H.323 ID name.
- External IP addresses should not be made available to other sites.
- Videoconferencing contact information should not be put on the school Website.
- The equipment must be secure and if necessary locked away when not in use.
- School videoconferencing equipment should not be taken off school premises without permission.

Users

- K** Pupils should ask permission from the supervising teacher before making or answering a videoconference call.
- K** Videoconferencing should be supervised appropriately for the pupils' age.
- K** Parents and carers should agree for their children to take part in videoconferences, probably in the annual return.
- Only key administrators should be given access to videoconferencing administration areas or remote control pages.
- Unique log on and password details for the educational videoconferencing services should only be issued to members of staff and kept secure.

Content

- When recording a videoconference lesson, written permission should be given by all sites and participants. The reason for the recording must be given and the recording of videoconference should be clear to all parties at the start of the conference. Recorded material shall be stored securely.
- Videoconferencing is a challenging activity with a wide range of learning benefits. Preparation and evaluation are essential to the whole activity.
- If third-party materials are to be included, check that recording is acceptable to avoid infringing the third party intellectual property rights.
- Establish dialogue with other conference participants before taking part in a videoconference. If it is a non school site it is important to check that they are delivering material that is appropriate for your class.



2.3.8 How can emerging technologies be managed?

Discussion:

Many emerging communications technologies offer the potential to develop new teaching and learning tools, including mobile communications, Internet access, collaboration and multimedia tools. A risk assessment needs to be undertaken on each new technology for effective and safe practice in classroom use to be developed. The safest approach is to deny access until a risk assessment has been completed and safety established.

Virtual online classrooms and communities widen the geographical boundaries of learning. Approaches such as mentoring, online learning and parental access are becoming embedded within school systems. Online communities can also be one way of encouraging a disaffected pupil to keep in touch.

The safety and effectiveness of virtual communities depends on users being trusted and identifiable. This may not be easy, as authentication beyond the school may be difficult as demonstrated by social networking sites such as Bebo, MySpace and Facebook. The registering of individuals to establish and maintain validated electronic identities is essential for safe communication, but is often not possible.

Video conferencing introduces new dimensions; webcams are increasingly inexpensive and, with faster Internet access, enable video to be exchanged across the Internet. The availability of live video can sometimes increase safety – you can see who you are talking to – but if inappropriately used, a video link could reveal security details.

New applications are continually being developed based on the Internet, the mobile phone network, wireless, Bluetooth or infrared connections. Users can be mobile using a phone, games console or personal digital assistant with wireless Internet access. This can offer immense opportunities for learning as well as dangers such as a pupil using a phone to video a teacher's reaction in a difficult situation.

Schools should keep up to date with new technologies, including those relating to mobile phones and hand-held devices, and be ready to develop appropriate strategies. For instance text messaging via mobile phones is a frequent activity for many pupils and families; this could be used to communicate a pupil's absence or send reminders for exam coursework. There are dangers for staff however if personal phones are used to contact pupils and therefore a school owned phone should be issued.

The inclusion of inappropriate language or images is difficult for staff to detect. Pupils may need reminding that such use is inappropriate and conflicts with school policy. Abusive messages should be dealt with under the school's behaviour and/or anti-bullying policies.

Possible statements:

- K** Emerging technologies will be examined for educational benefit and a risk assessment will be carried out before use in school is allowed.
- K** Staff will be issued with a school phone where contact with pupils is required.
- Mobile phones will not be used during lessons or formal school time. The sending of abusive or inappropriate text, picture or video messages is forbidden.
- The school should investigate wireless, infra-red and Bluetooth communication technologies and decide a policy on phone use in school.



2.3.9 How should personal data be protected?

Discussion:

The quantity and variety of data held on pupils, families and on staff is expanding quickly. While this data can be very useful in improving services, data could be mishandled, stolen or misused.

The Data Protection Act 1998 ("the Act") gives individuals the right to know what information is held about them and provides a framework to ensure that personal information is handled properly. It promotes openness in the use of personal information. Under the Act every organisation that processes personal information (personal data) must notify the Information Commissioner's Office, unless they are exempt.

The Data Protection Act 1998 applies to anyone who handles or has access to information concerning individuals. Everyone in the workplace has a legal duty to protect the privacy of information relating to individuals. The Act sets standards (eight data protection principles), which must be satisfied when processing personal data (information that will identify a living individual). The Act also gives rights to the people the information is about i.e. subject access rights lets individuals find out what information is held about them. The eight principles are that personal data must be:

- Processed fairly and lawfully
- Processed for specified purposes
- Adequate, relevant and not excessive
- Accurate and up-to-date
- Held no longer than is necessary
- Processed in line with individual's rights
- Kept secure
- Transferred only to other countries with suitable security measures.

Schools will already have information about their obligations under the Act, and this section is a reminder that all data from which people can be identified is protected.

For advice and guidance relating to a contravention of the Act, contact Michelle Hunt: Access to Information Co-ordinator. Communication & Information Governance, Children, Families & Education Directorate, Kent County Council, Sessions House

michelle.hunt@kent.gov.uk
01622 696692

KCC Data Protection information may be seen at:
www.kenttrustweb.org.uk/Policy/dpfoi_data.cfm

Information Commissioner's Office:
<http://www.ico.gov.uk/>

Possible statements:

- K** Personal data will be recorded, processed, transferred and made available according to the Data Protection Act 1998.



2.4 Policy Decisions

2.4.1 How will Internet access be authorised?

Discussion:

The school should allocate Internet access for staff and pupils on the basis of educational need. It should be clear who has Internet access and who has not. Authorisation is generally on an individual basis in a secondary school. In a primary school, where pupil usage should be fully supervised, all pupils in a class could be authorised as a group. Normally most pupils will be granted Internet access; it may be easier to manage lists of those who are denied access. Parental permission will be required for Internet access in all cases – a task that may be best organised annually when pupils' home details are checked and as new pupils join.

Possible statements:

- K** The school will maintain a current record of all staff and pupils who are granted access to the school's electronic communications.
- K** All staff must read and sign the 'Staff Information Systems Code of Conduct' before using any school ICT resource.
- K** At Key Stage 1, access to the Internet will be by adult demonstration with occasional directly supervised access to specific, approved on-line materials.
- K** Secondary students must apply for Internet access individually by agreeing to comply with the e-Safety Rules.
- K** Parents will be asked to sign and return a consent form for pupil access.
- Parents will be informed that pupils will be provided with supervised Internet access (an example letter for primary schools is available).

2.4.2 How will risks be assessed?

Discussion:

As the quantity and breadth of information available through the Internet continues to grow it is not possible to guard against every undesirable situation. The school will need to address the issue that it is not possible to completely remove the risk that pupils might access unsuitable materials via the school system. It is wise to include a disclaimer, an example of which is given below.

Possible statements:

- K** The school will take all reasonable precautions to ensure that users access only appropriate material. However, due to the global and connected nature of Internet content, it is not possible to guarantee that access to unsuitable material will never occur via a school computer. Neither the school nor KCC can accept liability for the material accessed, or any consequences resulting from Internet use.
- K** The school should audit ICT use to establish if the e-Safety policy is adequate and that the implementation of the e-Safety policy is appropriate.
- The use of computer systems without permission or for inappropriate purposes could constitute a criminal offence under the Computer Misuse Act 1990.
- Methods to identify, assess and minimise risks will be reviewed regularly.



2.4.3 How will e-Safety complaints be handled?

Discussion:

Parents, teachers and pupils should know how to use the School's complaints procedure. The facts of the case will need to be established, for instance whether the Internet use was within or outside school.

A minor transgression of the rules may be dealt with by a member of staff. Other situations could potentially be serious and a range of sanctions will be required, linked to the school's disciplinary policy. Potential child protection or illegal issues must be referred to the school Designated Child Protection Coordinator or e-Safety Coordinator. Advice on dealing with illegal use could, when deemed necessary, be discussed with the Police Safer Schools Partnership Coordinator responsible for the school or the Children's Safeguards Unit. (See also section 1.10 Response to an incident of concern.)

Possible statements:

- K** Complaints of Internet misuse will be dealt with under the School's Complaints Procedure.
- K** Any complaint about staff misuse must be referred to the headteacher.
- K** All e-Safety complaints and incidents will be recorded by the school – including any actions taken.
- Pupils and parents will be informed of the complaints procedure.
- Parents and pupils will work in partnership with staff to resolve issues.
- Discussions will be held with the local Police Safer Schools Partnership Coordinators and/or Children's Safeguards Unit to establish procedures for handling potentially illegal issues.
- Any issues (including sanctions) will be dealt with according to the school's disciplinary and child protection procedures.

2.4.4 How is the Internet used across the community?

Discussion:

Internet access is available in many situations in the local community. In addition to the home, access may be available at the local library, youth club, adult education centre, village hall, supermarket or cyber café. Ideally, young people would encounter a consistent policy to Internet use wherever they are.

In community Internet access there is a fine balance to be achieved in ensuring open access to information whilst providing adequate protection for children and others who may be offended by inappropriate material. Organisations are developing access appropriate to their own client groups and pupils may find variations in the rules and even unrestricted Internet access. Although policies and practice may differ, community partners adhere to the same laws as schools. Staff may wish to exchange views and compare policies with others in the community. Where rules differ, a discussion with pupils on the reasons for the differences could be worthwhile.

Sensitive handling of cultural aspects is important. For instance filtering software should work across community languages and school Internet policies may need to reflect the pupils' cultural backgrounds. Assistance from the community in drawing up the policy could be helpful.

Possible statements:

- The school will liaise with local organisations to establish a common approach to e-Safety.
- The school will be sensitive to Internet related issues experienced by pupils out of school, e.g. social networking sites, and offer appropriate advice.



2.4.5 How will Cyberbullying be managed?

Discussion:

Cyberbullying can be defined as "The use of Information Communication Technology, particularly mobile phones and the internet to deliberately hurt or upset someone" DCSF 2007

Many young people and adults find using the internet and mobile phones a positive and creative part of their everyday life. Unfortunately, technologies can also be used negatively. When children are the target of bullying via mobile phones, gaming or the internet, they can often feel very alone, particularly if the adults around them do not understand cyberbullying and its effects. A once previously safe and enjoyable environment or activity can become threatening, harmful and a source of anxiety.

It is essential that young people, school staff and parents and carers understand how cyberbullying is different from other forms of bullying, how it can affect people and how to respond and combat misuse. Promoting a culture of confident users will support innovation and safety.

DCSF and Childnet have produced resources and guidance that can be used to give practical advice and guidance on cyberbullying: <http://www.digizen.org/cyberbullying>

Possible Statements:

- K** Cyberbullying (along with all forms of bullying) will not be tolerated in school. Full details are set out in the school's policy on anti-bullying.
- K** There will be clear procedures in place to support anyone effected by Cyberbullying.
- All incidents of cyberbullying reported to the school will be recorded.
- There will be clear procedures in place to investigate incidents or allegations of Cyberbullying:
 - ▲ Pupils, staff and parents/carers will be advised to keep a record of the bullying as evidence.
 - ▲ The school will take steps to identify the bully, where appropriate, such as examining system logs, identifying and interviewing possible witnesses, and contacting the service provider and the police, if necessary.
- Sanctions for those involved in Cyberbullying may include:
 - ▲ The bully will be asked to remove any material deemed to be inappropriate or offensive.
 - ▲ A service provider may be contacted to remove content.
 - ▲ Internet access may be suspended at school for the user for a period of time.
 - ▲ Parent/carers may be informed.
 - ▲ The Police will be contacted if a criminal offence is suspected.



2.4.6 How will Learning Platforms and learning environments be managed?

Discussion:

An effective learning platform or learning environment can offer schools a wide range of benefits to teachers, pupils, parents as well as support management and administration. It can enable pupils and teachers to collaborate in and across schools, can share resources and tools for a range of topics, create and manage digital content and pupils can develop online and secure e-portfolios. It is recommended that Schools implement Learning Platforms that are listed on Becta's Learning Platform Services Framework to ensure that standards and functions are met.

The Learning Platform/Environment (LP) must be used subject to careful monitoring by Senior Leadership Team (SLT). As the usage grows throughout the school then more issues could arise regarding content, inappropriate use and behaviour online by users. The SLT has a duty to review and update the policy regarding the use of the Learning Platform annually and all users must be informed of any changes made.

Advice from Becta: <http://www.becta.org.uk/makelearningpersonal.php>

Possible Statements:

- K** SLT and staff will monitor the usage of the LP by pupils and staff regularly in all areas, in particular message and communication tools and publishing facilities.
- K** Pupils/staff will be advised on acceptable conduct and use when using the learning platform.
- K** Only members of the current pupil, parent/carers and staff community will have access to the LP.
- K** All users will be mindful of copyright issues and will only upload appropriate content onto the LP.
- K** When staff, pupils etc leave the school their account or rights to specific school areas will be disabled or transferred to their new establishment.
- Any concerns with content may be recorded and dealt with in the following ways:
 - a) The user will be asked to remove any material deemed to be inappropriate or offensive.
 - b) The material will be removed by the site administrator if the user does not comply.
 - c) Access to the LP for the user may be suspended.
 - d) The user will need to discuss the issues with a member of SLT before reinstatement.
 - e) A pupil's parent/carer may be informed.
- A visitor may be invited onto the LP by a member of the SLT. In this instance there may be an agreed focus or a limited time slot.
- Pupils may require editorial approval from a member of staff. This may be given to the pupil to fulfil a specific aim and may have a limited time frame.



2.5 Communication Policy

2.5.1 How will the policy be introduced to pupils?

Discussion:

Many pupils are very familiar with mobile and Internet use and culture and it is wise to involve them in designing the School e-Safety Policy, possibly through a student council. As pupils' perceptions of the risks will vary; the e-Safety rules may need to be explained or discussed.

KCC has produced posters with the e-Safety rules which are available to display in every room with a computer to remind pupils of the e-Safety rules at the point of use.

The suggested pupil and parent agreement form should be attached to a copy of the School e-Safety rules appropriate to the age of the pupil.

Consideration must be given as to the curriculum place for teaching e-Safety, it could be as an ICT lesson activity, part of the pastoral programme or part of every subject whenever pupils are using the internet.

Useful e-Safety programmes include:

- Think U Know: www.thinkuknow.co.uk
- Childnet: www.childnet.com
- Kidsmart: www.kidsmart.org.uk
- Safe Social Networking: www.safesocialnetworking.com

Possible statements:

- K** All users will be informed that network and Internet use will be monitored.
- K** An e-Safety training programme will be introduced to raise the awareness and importance of safe and responsible internet use.
- Pupil instruction in responsible and safe use should precede Internet access.
- An e-Safety module will be included in the PSHE, Citizenship and/or ICT programmes covering both safe school and home use.
- e-Safety training will be part of the transition programme across the Key Stages and when moving between establishments.
- Safe and responsible use of the internet and technology will be reinforced across the curriculum. Particular attention will be given where pupils are considered to be vulnerable.

2.5.2 How will the policy be discussed with staff?

Discussion:

It is important that all staff feel confident to use new technologies in teaching and the School e-Safety Policy will only be effective if all staff subscribe to its values and methods. Staff should be given opportunities to discuss the issues and develop appropriate teaching strategies. It would be unreasonable, for instance, if cover or supply staff were asked to take charge of an Internet activity without preparation.

All staff must understand that the rules for information systems misuse for KCC employees are specific and instances resulting in disciplinary procedures and dismissal have occurred. If a member of staff is concerned about any aspect of their ICT use in school, they should discuss this with their line manager to avoid any possible misunderstanding.



Particular consideration must be given when staff are provided with devices by the school which may be accessed outside of the school network. Schools must be clear about the safe and appropriate use of school provided equipment and rules about use of the equipment by third parties. Staff must be made aware of their responsibility to maintain confidentiality of school information.

ICT use is widespread and all staff including administration, midday supervisors, caretakers, governors and volunteers should be included in awareness raising and training. Induction of new staff should include a discussion of the school e-Safety Policy.

Possible statements:

- K** The e-Safety Policy will be formally provided to and discussed with all members of staff.
- K** To protect all staff and pupils, the school will implement Acceptable Use Policies.
- K** Staff should be aware that Internet traffic can be monitored and traced to the individual user. Discretion and professional conduct is essential.
- Staff that manage filtering systems or monitor ICT use will be supervised by the Senior Leadership Team and have clear procedures for reporting issues.
- Staff training in safe and responsible Internet use both professionally and personally will be provided.

2.5.3 How will parents' support be enlisted?

Discussion:

Internet use in pupils' homes is increasing rapidly, encouraged by low cost access and developments in mobile technology. Unless parents are aware of the dangers, pupils may have unrestricted and unsupervised access to the Internet in the home. The school may be able to help parents plan appropriate supervised use of the Internet at home and educate them on the risks. Parents should also be advised to check if their child's use elsewhere in the community is covered by an appropriate use policy. One strategy is to help parents to understand more about ICT – perhaps by running courses and parent awareness sessions, although the resource implications will need to be considered.

Possible statements:

- K** Parents' attention will be drawn to the School e-Safety Policy in newsletters, the school brochure and on the school website.
- A partnership approach with parents will be encouraged. This could include parent evenings with demonstrations and suggestions for safe home Internet use or highlighting e-Safety at other attended events e.g. parent evenings, sports days.
- Parents will be requested to sign an e-Safety/internet agreement as part of the Home School Agreement.
- Information and guidance for parents on e-Safety will be made available to parents in a variety of formats.
- Advice on filtering systems and educational and leisure activities that include responsible use of the Internet will be made available to parents.
- Interested parents will be referred to organisations listed in section 3.0 e-Safety Contacts and References.



3.0 e-Safety Contacts and References

Becta www.becta.org.uk/safeguarding	EIS ICT Support for Schools and ICT Security Advice www.eiskent.co.uk/ictsecurity
CEOP (Child Exploitation and Online Protection Centre www.ceop.police.uk	Internet Watch Foundation www.iwf.org.uk
CFE e-Safety Officer, KCC Children Families & Education Rebecca Avery email: esafetyofficer@kent.gov.uk Tel: 01622 221469	Kent e-Safety in Schools Guidance www.kenttrustweb.org.uk/esafety
Child Exploitation & Online Protection Centre www.ceop.gov.uk	Kent Primary Advisory e-Safety Pages www.kenttrustweb.org.uk/kentict/kentict_home.cfm
Childline www.childline.org.uk	Kent Public Service Network (KPSN) www.kpsn.net
Childnet www.childnet.com	Kent Safeguarding Children Board (KSCB) www.kscb.org.uk
Children's Officer for Training & Development, Child Protection Mike O'Connell email: mike.oconnell@kent.gov.uk Tel: 01622 696677	Kidsmart www.kidsmart.org.uk
Children's Safeguards Service www.kenttrustweb.org.uk/safeguards	Schools Broadband Team Help with filtering and network security. www.eiskent.co.uk (broadband link) Tel: 01622 206040
Click Clever Click Safe Campaign http://clickcleverclicksafe.direct.gov.uk	Schools e-Safety Blog www.kenttrustweb.org.uk/esafetyblog
Cybermentors www.cybermentors.org.uk	Teach Today http://en.teachtoday.eu
Digizen www.digizen.org.uk	Think U Know website www.thinkuknow.co.uk
	Virtual Global Taskforce – Report Abuse www.virtualglobaltaskforce.com



e-Safety Audit – Primary / Special

This self-audit should be completed by the member of the Senior Leadership Team (SLT) responsible for e-Safety policy. Many staff could contribute to the audit including: Designated Child Protection Coordinator, SENCO, e-Safety Coordinator, Network Manager and Headteacher.

Has the school an e-Safety Policy that complies with Kent guidance? Y/N

Date of latest update (at least annual): _____

The school e-Safety policy was agreed by governors on: _____

The policy is available for staff at: _____

The policy is available for parents/carers at: _____

The responsible member of the Senior Leadership Team is: _____

The responsible member of the Governing Body is: _____

The Designated Child Protection Coordinator is: _____

The e-Safety Coordinator is: _____

Has e-Safety training been provided for all pupils (age appropriate) and all members of staff? Y/N

Is there a clear procedure for a response to an incident of concern? Y/N

Have e-Safety materials from CEOP, Childnet and Becta been obtained? Y/N

Do all staff sign a Code of Conduct or Acceptable Use Policy on appointment? Y/N

Are all pupils aware of the e-Safety rules or Acceptable Use Policy? Y/N

Are e-Safety rules displayed in all rooms where computers are used and expressed in a form that is accessible to all pupils? Y/N

Do parents/carers sign and return an agreement that their child will comply with the School e-Safety Rules? Y/N

Are staff, pupils, parents/carers and visitors aware that network and Internet use is closely monitored and individual usage can be traced? Y/N

Has an ICT security audit been initiated by SLT, possibly using external expertise? Y/N

Is personal data collected, stored and used according to the principles of the Data Protection Act? Y/N

Is Internet access provided by an approved educational Internet service provider which complies with DCSF requirements (e.g. KPSN, Regional Broadband Consortium, NEN Network)? Y/N

Has the school-level filtering been designed to reflect educational objectives and approved by SLT? Y/N



e-Safety Audit – Secondary / Middle

This self-audit should be completed by the member of the Senior Leadership Team (SLT) responsible for e-Safety policy. Staff that would contribute to the audit include: Designated Child Protection Coordinator, SENCO, e-Safety Coordinator, Network Manager and Headteacher.

Has the school an e-Safety Policy that complies with Kent guidance?	Y/N
Date of latest update (at least annual):	
The school e-Safety policy was agreed by governors on:	
The policy is available for staff at:	
The policy is available for parents/carers at:	
The responsible member of the Senior Leadership Team is:	
The governor responsible for e-Safety is:	
The Designated Child Protection Coordinator is:	
The e-Safety Coordinator is:	
Has e-Safety training been provided for all pupils (age appropriate) and all members of staff?	Y/N
Is there a clear procedure for a response to an incident of concern?	Y/N
Have e-Safety materials from CEOP, Childnet and Becta been obtained?	Y/N
Do all staff sign a Code of Conduct or Acceptable Use Policy on appointment?	Y/N
Are all pupils aware of the e-Safety rules or Acceptable Use Policy?	Y/N
Are e-Safety rules displayed in all rooms where computers are used and expressed in a form that is accessible to all students?	Y/N
Do parents/carers sign and return an agreement that their child will comply with the School e-Safety Rules?	Y/N
Are staff, pupils, parents/carers and visitors aware that network and Internet use is closely monitored and individual usage can be traced?	Y/N
Has an ICT security audit has been initiated by SLT?	Y/N
Is personal data collected, stored and used according to the principles of the Data Protection Act?	Y/N
Is Internet access provided by an approved educational Internet service provider which complies with DCSF requirements (e.g. KPSN)?	Y/N
Has the school-level filtering been designed to reflect educational objectives and approved by SLT?	Y/N
Are staff with responsibility for managing filtering, network access and monitoring adequately supervised by a member of SLT?	Y/N
Have appropriate teaching and/or technical members of staff attended training on the KPSN filtering system?	Y/N



4.0 Legal Framework

Notes on the legal framework

This section is designed to inform users of potential legal issues relevant to the use of electronic communications. It is not professional advice.

Many young people and indeed some staff use the Internet regularly without being aware that some of the activities they take part in are potentially illegal. The law is developing rapidly and changes occur frequently

Racial and Religious Hatred Act 2006

This Act makes it a criminal offence to threaten people because of their faith, or to stir up religious hatred by displaying, publishing or distributing written material which is threatening. Other laws already protect people from threats based on their race, nationality or ethnic background.

Criminal Justice Act 2003

Section 146 of the Criminal Justice Act 2003 came into effect in April 2005, empowering courts to impose tougher sentences for offences motivated or aggravated by the victim's sexual orientation in England and Wales.

Sexual Offences Act 2003

It is an offence to take, permit to be taken, make, possess, show, distribute or advertise indecent images of children in the United Kingdom. A child for these purposes is anyone under the age of 18. Viewing an indecent image of a child on your computer means that you have made a digital image. An image of a child also covers pseudo-photographs (digitally collated or otherwise). This can include images taken by and distributed by the child themselves (often referred to as "Sexting").

A person convicted of such an offence may face up to 10 years in prison.

The offence of grooming is committed if you are over 18 and have communicated with a child under 16 at least twice (including by phone or using the Internet) it is an offence to meet them or travel to meet them anywhere in the world with the intention of committing a sexual offence.

Causing a child under 16 to watch a sexual act is illegal, including looking at images such as videos, photos or webcams, for your own gratification.

It is also an offence for a person in a position of trust to engage in sexual activity with any person under 18, with whom they are in a position of trust. (Typically, teachers, social workers, health professionals, connexions staff etc fall in this category of trust).

Any sexual intercourse with a child under the age of 13 commits the offence of rape.

N.B. Schools should already have a copy of "Children & Families: Safer from Sexual Crime" document as part of their child protection packs.

More information about the 2003 Act can be found at www.teachernet.gov.uk

Communications Act 2003 (section 127)

Sending by means of the Internet a message or other matter that is grossly offensive or of an indecent, obscene or menacing character; or sending a false message by means of or persistently making use of the Internet for the purpose of causing annoyance, inconvenience or needless anxiety is guilty of an offence liable, on conviction, to imprisonment.



This wording is important because an offence is complete as soon as the message has been sent: there is no need to prove any intent or purpose.

Data Protection Act 1998

The Act requires anyone who handles personal information to notify the Information Commissioner's Office of the type of processing it administers, and must comply with important data protection principles when treating personal data relating to any living individual. The Act also grants individuals rights of access to their personal data, compensation and prevention of processing.

The Computer Misuse Act 1990 (sections 1 – 3)

Regardless of an individual's motivation, the Act makes it a criminal offence to:

- gain access to computer files or software without permission (for example using someone else's password to access files);
- gain unauthorised access, as above, in order to commit a further criminal act (such as fraud); or
- Impair the operation of a computer or program (for example caused by viruses or denial of service attacks).

UK citizens or residents may be extradited to another country if they are suspected of committing any of the above offences.

Malicious Communications Act 1988 (section 1)

This legislation makes it a criminal offence to send an electronic message (email) that conveys indecent, grossly offensive, threatening material or information that is false; or is of an indecent or grossly offensive nature if the purpose was to cause a recipient to suffer distress or anxiety.

Copyright, Design and Patents Act 1988

Copyright is the right to prevent others from copying or using his or her "work" without permission.

The material to which copyright may attach (known in the business as "work") must be the author's own creation and the result of some skill and judgement. It comes about when an individual expresses an idea in a tangible form. Works such as text, music, sound, film and programs all qualify for copyright protection. The author of the work is usually the copyright owner, but if it was created during the course of employment it belongs to the employer.

It is an infringement of copyright to copy all or a substantial part of anyone's work without obtaining the author's permission. Usually a licence associated with the work will allow a user to copy or use it for limited purposes. It is advisable always to read the terms of a licence before you copy or use someone else's material.

It is also illegal to adapt or use software without a licence or in ways prohibited by the terms of the software licence.

Public Order Act 1986 (sections 17 – 29)

This Act makes it a criminal offence to stir up racial hatred by displaying, publishing or distributing written material which is threatening. Like the Racial and Religious Hatred Act 2006 it also makes the possession of inflammatory material with a view of releasing it a criminal offence.



Obscene Publications Act 1959 and 1964

Publishing an "obscene" article is a criminal offence. Publishing includes electronic transmission.

Protection from Harassment Act 1997

A person must not pursue a course of conduct, which amounts to harassment of another, and which he knows or ought to know amounts to harassment of the other.

A person whose course of conduct causes another to fear, on at least two occasions, that violence will be used against him is guilty of an offence if he knows or ought to know that his course of conduct will cause the other so to fear on each of those occasions.

Regulation of Investigatory Powers Act 2000

The Regulation of Investigatory Powers Act 2000 (RIP) regulates the interception of communications and makes it an offence to intercept or monitor communications without the consent of the parties involved in the communication. The RIP was enacted to comply with the Human Rights Act 1998.

The Telecommunications (Lawful Business Practice) (Interception of Communications) Regulations 2000, however, permit a degree of monitoring and record keeping, for example, to ensure communications are relevant to school activity or to investigate or detect unauthorised use of the network. Nevertheless, any monitoring is subject to informed consent, which means steps must have been taken to ensure that everyone who may use the system is informed that communications may be monitored.

Covert monitoring without informing users that surveillance is taking place risks breaching data protection and privacy legislation.

Criminal Justice and Immigration Act 2008

Section 63 offence to possess "extreme pornographic image"

63 (6) must be "grossly offensive, disgusting or otherwise obscene"

63 (7) this includes images of "threats to a person life or injury to anus, breasts or genitals, sexual acts with a corpse or animal whether alive or dead" must also be "explicit and realistic"

Penalties can be up to 3 years imprisonment.

Education and Inspections Act 2006

Education and Inspections Act 2006 outlines legal powers for schools which relate to Cyberbullying/Bullying:

- Headteachers have the power "to such an extent as is reasonable" to regulate the conduct of pupils off site.
- School staff are able to confiscate items such as mobile phones etc when they are being used to cause a disturbance in class or otherwise contravene the school behaviour/anti-bullying policy.



5.0 Supporting Materials

(see www.kenttrustweb.org.uk?esafety)

- Core e-Safety Policies for Primary and for Secondary.

Minimal policies on which to base your school's own policy.

- Responsible Use Posters for KS1, KS2 and Secondary.

Printed copies of posters are available at A3 size without charge.

Please collect from: EIS, Oxford Road, Maidstone, Kent, ME15 8AW.

Please send a stamped, self-addressed postal tube.

- Sample permission and consent forms.
- Sample staff information systems code of conduct.
- e-Safety for pupils with additional educational needs.
- e-Safety Audit.
- SEN ICT.
- Safer practice with New Technology

This document describes situations for discussion on appropriate and safe behaviours with technology for adults based on frequently asked questions, including use of personal equipment within school and use of social networking by staff.

- e-Safety Leaflets for Parents:
Children, ICT & e-Safety (Primary) and Young People,
ICT & e-Safety (secondary).



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